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ABSTRACT

Interviews are the major tools of academic counseling at Northwestern State University (NSU) in Natchitoches, Louisiana. To enhance the specific application forms and the meaningful qualities of interviews, a counseling Content-Guide-Checklist has been constructed from NSU fall 1987 academic counseling interview reports and from a review of the literature. The Content-Guide-Checklist consists of 27 question-guides which reflect a selective summary of one-to-one interactions with approximately 115 Special Services students who were mainly first-generation college students and were from low-income families. To complement the assistance process of helping these students to help themselves succeed every semester and to graduate, this instrument will also flexibly strengthen the total interview structure of academic counseling. A review of the literature, based on 21 references, supports the validity and use of such a tool, with modifications according to the needs of students, at NSU and other institutions of higher education. The Content-Guide-Checklist, intended to be further developed in the 1988 spring semester interviews, is included. The major part of the document individually lists each of the 27 question-guides and provides relevant information from the literature review and from interviews to support the topic. (Author/NB)

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ACADEMIC COUNSELING: CONTENT-GUIDE-CHECKLIST FOR

THREE INTERVIEWS PER SEMESTER

(Working Paper No. 1)

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Running head: Academic Counseling

Abstract

As a result of the 1987 Fall semester academic counseling interviews at Northwestern State University (NSU), a Content-Guide-Checklist for Three Interviews per Semester has been constructed. Consisting of 27 question-guides, this instrument will be further developed in the 1988 Spring semester interviews. It will enhance the specific application forms and the meaningful qualities of the interview process. The question-guides reflect a selective summary of one-to-one interactions with approximately 115 Special Services Students who were mainly first-generation college and from low-income families. To complement the assistance process of helping these students to help themselves succeed every semester and to graduate, this instrument will also flexibly strengthen the total interview structure of academic counseling. A review of the literature, based on 21 references, support the validity and use of such a tool--with modifications according to the needs of students--at NSU and other institutions of higher education. For notably, the content of this Checklist--although initially designed for Special Services Students--will also benefit all collegians.

ACADEMIC COUNSELING: CONTENT-GUIDE-CHECKLIST FOR
THREE INTERVIEWS PER SEMESTER

Academic counseling at Northwestern State University (NSU) is a one-to-one partnership in listening, analyzing and assisting-guiding-motivating a student to help him or herself to achieve the long-term goal of graduation. It is a service that encourages the student to--

- Have effective relationships with his or her academic advisor and instructors.
- Acquire and use good time management and classroom skills (attendance, concentration, notetaking, testtaking).
- Use library resources frequently.
- Get involved in support groups, other organizations and activities--get to know others as others get to know him or her.

These academic and interpersonal skills are further reinforced through counseling-sponsored seminars/workshops which enhance and motivate the student to achieve semester-by-semester success and graduation.

Interviews are the major tools of academic counseling. To enhance the specific application forms and the meaningful qualities of these interviews, a counseling Content-Guide-Checklist has been constructed from NSU interview reports and from a review of the literature.

Data for these interview reports were obtained from the 1987 Fall semester three or more interviews with approximately 115 Special Services Students. Those individuals were mainly from low-income families and were first-generation college students. That is, neither parent graduated from a four-year institution of higher education.

Those students were also a reflection of the American Dream and the Open Admissions Policy at Northwestern, providing individuals with an opportunity to experience college success and graduation, irrespective of their earlier educational preparation. The definition for Open Admissions is a conviction that this composition of students (first-generation, returning, older, retired and commuting) can also achieve--like other Americans--through their efforts of hardwork, determination, dedication and through guidance and encouragement from academic counseling.

Although a complement to academic counseling at Northwestern, this specially designed instrument is not to be adhered to rigidly and completely. The content of this instrument is to be used selectively as an additional means for establishing rapport, obtaining important information for interview reports and providing relevant assistance to each student. For there are two assumptions, first, there is no exclusive formulated approach to academic counseling. Second, there is no set way for having a meaningful interview. Each counselor will use his or her own caring and supportive style for counseling and interviewing. However, this counseling instrument will provide the significant, flexible structure for achieving a successful interactive relationship which will motivate each student to help him or herself to succeed every semester.

ACADEMIC COUNSELING: CONTENT-GUIDE-CHECKLIST FOR
THREE INTERVIEWS PER SEMESTER

1. What is your major? minor?
2. What is your classification?
3. In your opinion, what components and activities constitute the credential process?
4. Who is your academic advisor?
5. What are your courses for this semester?
6. Do you need tutoring in any of your courses?
7. Are you using personal tutoring for any of your courses?
8. Do you have a part-time job?
9. What Academic Support Services have you used for this semester?
10. What, in your opinion, are the major factors for enabling you to be successful every semester at NSU?
11. What are some effective ways for helping you to establish good rapport with your instructor?
12. What do you consider to be some important interpersonal skills for on-campus living?
13. What handouts would help you to be successful this semester at NSU?

☐ Goal-setting	☐ Concentration	☐ Relaxation
☐ Time Management	☐ Memory	☐ Other
☐ Notetaking	☐ Testtaking	
14. What do you think are the four major components for successful classroom performance?
15. What is an effective study approach for an examination that will be composed of true-false, multiple-choice and essay items?
16. When is group study most effective?
17. Are you a member of any campus organizations? sports?
18. In addition to the library, what other University facilities and programs are you using?

19. What satisfactory referral services have you obtained through this Program?
20. What do you think is the significance of academic counseling?
21. What, in your opinion, is the significance of the three or more interviews per semester?
22. Do you know the liabilities of transferring to another institution rather than remaining or returning to NSU?
23. What topics and issues would you like to have presented and demonstrated in a seminar and/or a workshop?
24. In your opinion, how many ways can you keep in touch with this Program?
25. What are your unique qualities and abilities that are being or will be developed through educational experiences at NSU?
26. What services, talents, skills, interests can you share with this Program?
27. What do you think is the best way to end this interview?

The preceding Content-Guide-Checklist will be further developed in this 1988 Spring semester interviews at NSU. The 27 questions reflect a selective summary of the interview reports. The following review of literature, including data from the interview reports, complement the significance of these 27 question-guides.

1. What is your major? minor?

A student will probably provide one of the following responses:

- A. Has a declared major and minor;
- B. Has not declared a major, but knows what the major will be;
- C. Is undecided about selecting a major;
- D. Wants to change to another major or minor.

If a major (or minor) has been declared, encourage the student to gain as much information about the choice as possible through career literature and role models. The reference librarian will provide assistance in locating such career literature as The Dictionary of Occupational Titles and The Occupational Outlook Handbook. These two governmental publications provide numerous summaries of careers.

For career role-modeling, encourage a student to meet with visiting professors and other visitors who come to NSU for lecture series and interviews. Or appointments can be made with community leaders who can briefly discuss the likes and dislikes of their successful professions.

If a student has not declared a major, but does have a selected choice, refer or preferably take that individual to the Dean of Instruction Office for this processing service.

If a student is undecided about selecting a major, refer or preferably take that individual to the Career Planning and Placement Office. This office, through an interview with the student, may recommended the Strong-Campbell Interest Inventory. This inventory and its results will help the student to select a satisfactory major.

If there is a need for a change to another major or minor, refer or preferably take the student to the Dean of Instruction Office.

2. What is your classification?

In addition to the general techniques of assisting, each classification needs a special kind of academic counseling. For the new Freshman, it is important to provide the definition and purpose of this service. There may

be a misconception about counseling, for it is not just for the stereotyped remedial student who has some kind of academic problem. This service is a part of a program that cares and accepts the important individuality of each Freshman. The 1987 Fall semester interview reports also indicated that the Freshman needed to be encouraged to establish good relationships with an academic advisor and instructors; acquire and practice study and test-taking skills; practice time management; value the significance of successful classroom performance and tutoring.

For the Sophomore, a major emphasis in counseling is on the selection and familiarity with a satisfactory major. The 1987 Fall semester interview records revealed that this student needed information for changing a credited course to an audit, declaring and changing a major and/or minor, and using the Strong-Campbell Interest Inventory or a similar career-guide.

For the Junior, a major goal of counseling is to increase an awareness of the importance of preparing data for employment and/or graduate or professional school. Two questions or similar become important--

1. When do you anticipate graduation from NSU?
2. What do you plan to be doing after graduation?

For the Senior, counseling becomes important for minimizing or omitting the anxiety of separation from NSU and emphasizing the reality of individual and cultural demands and expectations.

For the Junior and the Senior, the 1987 Fall semester interview reports indicated the significance of encouraging an acknowledgment for the need for essential tutoring, review and improvement of academic skills, and

preparation of credentials through the services of the Placement Office. The interview records further revealed that all classifications were encouraged to receive necessary tutoring, to use the Career Planning and Placement services, and to interact with professional community role models.

3. In your opinion, what components and activities constitute the credential process?

This is an important question for Juniors (especially second semester) and Seniors. It was discovered in interviews from this past semester that some graduating Seniors had not prepared their credentials for future employment and/or graduate school. Some had not started the credential process; others had completed a part of it. The former had no knowledge of such a procedure. These students were encouraged to go or were taken to the Placement Office for introduction to the credential components and process--

1. Fill out Waiver Application, a major source for sending job opening literature to a student's permanent address.
2. Write resume.
3. Get copies of resume examples, about three.
4. Use guides for writing resume for a specific field, for example, Business Administration.
5. Request NSU Registrar to send transcript to Placement Office.
6. Fill out forms for Placement Office to request three letters of recommendation from--
 - a. Academic advisor.
 - b. Two professionals who have known the student for a year or more.
7. Verify accuracy of permanent address on Senior microfiche cards.

8. Inquire and sign-up for upcoming campus and off-campus interviews relating to a specific field of employment.
9. Review and study credential materials for organizing a packet.
10. Prepare and be interviewed as much as possible. Develop job interview-savvy.

4. Who is your academic advisor?

A student may not have an academic advisor. Refer or preferably take this student to the Dean of Instruction Office where an advisor can be assigned according to major and concentration.

It is then important to encourage the student to establish and maintain a good relationship with this professor. Defined as another area of instruction, this one-to-one interaction will help the student to learn how to--

1. Comprehend the practical and philosophical aspects of his or her academic goals and objectives.
2. Value all courses in the Major Plan of Studies.
3. Adhere to all significant procedures and channels for completion of all courses and requirements--as scheduled--in the Major Plan of Studies.
4. Clarify and emphasize accurate issues and facts.
5. Become aware of a specific area of difficulty.
6. Produce independently several approaches and solutions to a problem.

Note:

When other forms of communication (telephone and letters) have not been successful, the advisor becomes a major source for contacting a student.

5. What are your courses for this semester?

Once courses have been listed or obtained from the computer, it is important to determine if a student has the necessary skills and knowledge for

achieving satisfactory and/or excellent performance. Tutoring should be recommended for a student with a limited preparation for certain courses. In addition, tutoring coupled with relevant study and testtaking skills, will help a learner to achieve success in these subjects.

It is also important to note for future course selection that a student should consider the following factors--

1. Take courses according to their sequential arrangement in the selected Major Plan of Studies.
2. Make sure that all prerequisite courses have been taken before selecting an advanced course; follow the guidelines of a major area and/or description of courses in the college catalog.
3. Secure the approval of an academic advisor once all courses have been selected. This effort will prevent the taking of courses that are--
 - a. Too difficult (leading to frustration, poor performance and possible failure).
 - b. Not a part of the selected Major Plan of Studies which can result in a delayed graduation.

6. Do you need tutoring in any of your courses?

Tutoring is a major tool for retention. The 1987 Fall semester interviews revealed that students who really needed this service tended to avoid it with such responses as not having the time. (Those students scored a C grade point or lower on their first quiz or test in a given course.) However, by continuing to stress the significance of tutoring, they were eventually encouraged to receive the service.

The significance of tutoring is twofold. First, coupled with continuous and active study, it will enable a student to raise a grade level in a certain course. In addition, a student failing--or displaying potential for failing--should have more than four tutoring sessions within a semester for each subject.

Second, this academic assistance is recommended for all learning abilities--fast and slow. It is not a remedial approach to learning. It is a tool for heightening a student's awareness and perspective for different approaches to studying and learning a given subject. For through the services of tutoring, a student will definitely--

1. Achieve and use instructional objectives beyond a given course.
2. Acquire and apply academic skills for special courses.
3. Enjoy acquiring and using knowledge in all courses.
4. Receive enhanced self-esteem, feeling realistically that success can be achieved in courses.

7. Are you using personal tutoring for any of your courses?

The 1987 interview reports disclosed that University sponsored tutoring laboratories were sometimes not enough for some students. These students began to succeed in certain courses when they began to use the combined services of a tutoring laboratory and a personal tutor.

8. Do you have a part-time job?

The Academic Support Services Program is also a referral service for student employment, especially through the offices of Financial Aid and Career Planning and Placement. These offices are sources for on- and off-campus jobs.

For students who already have part-time work, the components and principles of time management should be introduced and/or reviewed--

1. Use a Daily-To-Do List. Prioritize (and perform) daily activities into the categories of most important, important and least important. Use of self-discipline must be stressed for completing first the most important tasks.

2. Analyze large tasks; break them into smaller ones. Then, like surely moving the football on the ground inch-by-inch for the touch down, do one part at a time, completing the most important part first.
3. Keep in mind that only a reasonable number of tasks can be successfully completed within a day.
4. Try to also specifically define tasks--Exactly what is to be done.
5. Monitor often your progress.
6. Compete with only the self; it is a waste of time and energy to compare self, abilities and objectives with other individuals.
7. Enjoy your steps completed, results and successes at the end or during the day. Treat yourself to an award.

If the above strategies for time management are practiced daily, working students will successfully balance their schedules for class attendance, study, work and social activities.

The 1987 interview reports show that the telephone is a major tool for contacting and keeping in touch with working students who have heavy, varying hours for work and/or two part-time jobs (also with varying hours) and heavy course schedules (e.g., 18 to 20 hours). A review of the literature also verifies that through telephone contact these students can be encouraged to resolve problems, to make appointments for tutoring and to use other services of the Program in between class time.

Working-part-time-commuting-older adult students also need help, but they generally do not have the time to seek it. The telephone is the contact solution. This kind of assistance can range from answering simple questions to setting appointments for brief interviews which can be scheduled in between class periods. For through the telephone, these working students can be encouraged to briefly use the services of the Program.

The interview reports also revealed that a certain number of students were searching for part-time employment. They had completed the application process; they were waiting for a response from a prospective employer.

In this instance, these students were encouraged to be assertive. Do followups to job applications on their own initiative. Do not wait for the employer to make contact.

The following information on assertion will be discussed in future interviews. It can be utilized for a variety of purposes--with modifications--for seeking employment to choosing study for a test rather than going to a party and/or going to a party for about 30 minutes and then returning to study.

Communication is important. We can get what we want through either negative or positive communication, that is, aggressive or assertive behavior. Through aggressive behavior, we win without respecting others; we dominate; we put them down. Whereas, positive, self-confident individuals use direct, respectful of others communication to get what they want. Their self-esteem is also not diminished if their request goals are not achieved.

Five Guidelines for Assertion

1. Be direct, specific in your request.
2. Value yourself as an individual of worth, including your opinions and needs.
3. Value the opinions and needs of others. Keep an open, tolerant mind.
4. Communicate positively and respectfully to others. Do not be apologetic.
5. Anticipate getting what you want.

Hence, students will experience an elevated sense of self-esteem and self-control when they exhibit assertive rather than aggressive behavior.

9. What Academic Support Services have you used for this semester?

In some instances, students may not have used the Academic Support Services Program because they have not taken the time to become familiar with it. For in addition to counseling, the Program provides sessions for tutoring and handouts for the academic skills of goal-setting, time management, notetaking, testtaking, improving memory and concentration as well as referrals (e.g., psychological counseling and employment). Scheduled seminars throughout each semester reinforce the preceding. In addition, the Program has a Returning and Commuting Student Lounge which can become an important source for relaxation in between classes.

10. What, in your opinion, are the major factors for enabling you to be successful every semester at NSU?

The above question has helped students in academic counseling interviews to generate 11 factors for success.

1. Establish and maintain an effective relationship with academic advisor--e.g., a major key to satisfactory achievement and a major source for letters of recommendation.
2. Establish and maintain an effective student-teacher relationship in all courses--e.g., another major key to satisfactory achievement and another major source for letters of recommendation.
3. Study and review actively, consistently and continuously.
4. Practice successful classroom performance:
 - a. Strive for a perfect attendance record, if at all possible;
 - b. Use good concentration skills;
 - c. Use good listening and notetaking skills;
 - d. Use testtaking strategies.
5. Use all relevant Academic Support Services, in addition to the three academic interviews per semester.

6. Enroll in and continue to use the objectives of the Academic Skills course. (This course emphasizes the areas of goal-setting, time-management, notetaking, testtaking and techniques for improving memory and concentration.)
7. Maintain a positive attitude; help self to help self to succeed and to stay in college for the BIG DAY--GRADUATION!
8. Acquire and use library skills and resources on a frequent basis.
9. Acquire and practice interpersonal skills.
10. Associate with TRUTHFUL, POSITIVE, NURTURING AND SUPPORTIVE PEOPLE.
11. Become involved in meaningful, positive, humane interacting organizations and activities--become further a part of the University--get to know others as others get to know you.

A review of the literature also confirmed the validity of the preceding factors for success. For a student can experience success every semester if the following, arranged in the order of importance, are practiced daily--

1. Study, actively and continuously.
2. Stick to realistic goal-setting.
3. Adhere to the principles and components of time management.
4. Arrange for a good study environment.
5. Develop and maintain interest. Notably, through active and continuous study, a student can learn to generate interest in a given subject.

In addition, a student is motivated to continue to be academically successful when an instructor displays these behavioral traits--

1. Has an enthusiastic and positive attitude for a subject.
2. Supports presentation ideas by providing concrete, practical examples.
3. Presents precise grading criteria for a course.
4. Enjoys and values his or her students as important individuals who can learn.
5. Displays a sense of humor.

6. Reviews for each quiz and test.
7. Has organized class structure and lecture formats.

It is also important to note the major factors for student academic failure--

1. Did not study.
2. Did not organize for time, materials and activities.
3. Did not have any goals or did not set realistic goals.
4. Did not follow course sequence in Major Plan of Studies: Enrolled in a course--without approval of academic advisor--which was too difficult because other courses should have been taken first. Also, once the student discovered that this particular course was too difficult, there was a failure to utilize the services of tutoring.
5. Did not have adequate study techniques; or had poor study techniques.
6. Did not like the course; a negative attitude towards a course can preclude satisfactory performance. As a result, there is no motivation for thoroughly studying and learning this course.

Although instructors can not be blamed solely for student academic failure, some of their traits can be contributing factors--

1. Has an attitude of indifference towards subject.
2. Does not provide illustrations and other examples to further explain and clarify an issue, topic or definition in class.
3. Uses threats and insults to produce anxiety in students.
4. Is not accessible to students after class.
5. Presents lecture material at a fast pace.
6. Does not use simple, easy to understand English.

However, the conclusion from this review of literature is that the student is ultimately responsible for his or her own academic success. Instructors can certainly facilitate this process. Yet each student should enter college

with or acquire as a Freshman those academic skills that will provide for success even if enrolled in the course of a poor or unsupportive instructor.

11. What are some effective ways for helping you to establish good rapport with your instructors?

This is reality. There are good and bad instructors and students. They share the same positive personality traits which can become negative: approachable, sympathetic, enthusiastic, interested, accessible, amicable, witty, respectable. However, most instructors and students, although imperfect, are positive, warm individuals. Then, for the facilitators and the learners, the real challenge is to work towards the teamwork goals of similarities which are composed of different, unique points of view.

Students can help their instructors and themselves to continue to grow and to succeed if the following activities are practiced religiously--

1. Avoid coming to class late. Try to be already in your seat when the class begins.
2. Provide relevant input for class discussions. Avoid expressing unnecessary questions and meaningless statements. Practice thinking in class.
3. Demonstrate your alertness and interest in class activities. Do not fall asleep or daydream.
4. Show the instructor that you care by presenting accurate and neatly written assignments.
5. Seek and welcome oral and written corrections from your instructor. Demonstrate your ability to objectively accept criticism and grow instead of becoming offended.
6. Use your observations and interactions to form an independent opinion of your instructor instead of being influenced by others.
7. Realize that the actions of complaining and hostility are only liabilities for yourself. If you dislike an instructor, work harder to overcome your difficulties.

8. Be honest with your instructor. If you need help, admit it. Avoid making excuses and trying to deceive him or her.
9. Blame only yourself, not your instructor. Accept and transcend the consequences of your mistakes and failures.
10. Remember that your instructor is the number one source for helping you to improve or maintain your excellent grades. A major way for achieving a satisfactory grade on a project is to follow your instructor's guidelines-criteria for implementation, completion and evaluation of it.
12. What do you consider to be some important interpersonal skills for on-campus living?

- A. Practice common courtesy. Instead of displaying withdrawal characteristics, try to be genuinely friendly to others.
- B. Accept and respect your roommate as an equal and important person. Do not expect favors, attempt to dominate or make unreasonable requests.
- C. Do not try to convert your roommate to your standards and beliefs.
- D. Value privacy for your roommate and yourself. Share activities only when invited.
- E. Value study efforts for your roommate and yourself. Avoid producing unnecessary noises and interruptions.
- F. Divide, share and take care of necessary housekeeping.
- G. Agree mutually to avoid--as much as possible--the borrowing-loaning of money, clothing, jewelry, etc.
- H. Maintain and continuously achieve the goal for self-reliance. Avoid asking parents for extra money. Determine to realistically plan and live within a budget.
- I. Make pact with self that complaining will not occur because of routine insignificant inconvenient annoyances.
- J. Limit participation in extracurricular activities. Do not join an organization merely for prestige. Select carefully and participate fully in two or less extracurricular activities.
- K. Manage your time wisely. Say NO to any social activity that will interfere with academic requirements.

13. What handouts would help you to be successful this semester at NSU?

- | | | |
|--|--|-------------------------------------|
| ☐ Goal-setting | ☐ Concentration | ☐ Relaxation |
| ☐ Time Management | ☐ Memory | ☐ Other |
| ☐ Notetaking | ☐ Testtaking | |

Handouts on specific subjects complement a major goal of Student Personnel Services--personalization and individualization. Because these handouts emphasize a specific topic of study, students--

1. Are able to quickly absorb the information.
2. Focus attention on certain sub-areas because of the small amount of data.
3. Select most relevant parts for a specific problem or need.
4. Modify and use this data--when appropriate--for a specific subject or project.

Feedback from students who received handouts this past semester for the preceding study areas was all positive. For example, such data were helpful for taking and passing certain examinations.

14. What do you think are the four major components for successful classroom performance?

This question is a review and expansion of question number 10, item 4.

Major components of successful classroom performance are--

- a. Perfect attendance record, if at all possible.
- b. Good concentration skills.
- c. Good listening and notetaking skills.
- d. Testtaking strategies.

Of the above four components, class attendance and notetaking are the most important study skills. Class attendance and notetaking are really inseparable. Half of a student's work is completed through consistent attendance. It helps make a complex assignment easier, for he or she will be able to recall main points presented in the lecture. Moreover, the

instructor is doing a kind of work that demonstrates how the assignment is to be done. This is time saved because the student did not miss this particular class.

Interest and attention are the main components of the concentration process. Psychologists recommend the pretense of interest in a subject which will help the mind to develop a genuine interest. This genuine interest will lead to an attitude of attention. For example, a student's ability to concentrate will be greater if he or she is interested in a given presentation. More attention will be devoted to observing and listening to it. As a result, the concentration process is reversed: Attention produces interest. For as the student's ability to concentrate increases, interest in the presentation increases.

Good listening and notetaking are also inseparable. Notetaking can be defined as active listening, focused thinking, and the recording of key ideas, main and sub- points.

1. Spend only half of the class time in writing.
2. Organize notes because they are forms of documentation.
 - a. Provide title of lecture at the top of the first page.
 - b. Write date of lecture and the name of subject at the top of each page.
 - c. Divide page into two columns. The right column should occupy two-thirds of the page.
 - d. Record notes only in the right-hand column.
 - e. Listen for key ideas, main and sub- points.
 - f. Leave adequate space between each main, sub- point and key idea. They can also be underlined for emphasis and importance.

- g. Write points and key ideas in your own words. Avoid writing down every word of the speaker.
- h. Draw a single line through any seeming error. Do not erase. This material may become important later.
- i. Use abbreviations.
- j. Avoid rewriting notes by writing them neatly during a lecture.

Most importantly, taking notes in class will make later reading of the text easier. For through this process, the student will have recorded the major points from the instructor. Notetaking will also help a student to simultaneously become a better listener, improve grades and make studying easier outside of class.

The general testtaking strategies are--

- 1. Arrive to the class on time; not too early; not too late. This action will minimize nervousness.
- 2. Remain calm before and during test. (Slowly and deliberately breathe through the nose several times. This exercise will enhance calmness.)
- 3. Make plans for pacing yourself. Quickly scan the entire test. This technique will help you to wisely budget your time for each major part.
- 4. Maintain a positive attitude--a major testtaking strategy. Visualize yourself doing well on this exam, especially if you have adequately studied.
- 5. Read carefully and make sure all parts of the directions are clear.
- 6. Read carefully and completely each question. Make sure that you understand it.
- 7. Return later to items which you can not initially answer. Another part of the test may provide a clue.
- 8. Request assistance from your instructor for clarification if a certain test question appears confusing.
- 9. Avoid presenting the impression you are cheating and/or providing answers to another.

10. Take this test at your own pace. Ignore students who finish early.
11. Use all of the test time period to work at your own pace and to review for any careless errors and for improvements.
15. What is an effective study approach for an examination that will be composed of true-false, multiple-choice and essay items?

Encourage the student to study as if every item will be essay. That is, organize all relevant data into major and sub-heading categories. For example, for an exam in American History, arrange all material (from lecture and text) into the categories of Franklin Roosevelt, World War II, WPA, etc. Memorize data. Then recite and write memorized data three times on paper. Check each of the three writings to see if all data have been included and accurately memorized. By using this essay study approach, the student will have also prepared for true-false and multiple choice items.

With the data accurately memorized and through the use of earlier tests and observations of the instructor, the student will also be able to practice predicting the test questions. In addition, this technique is an excellent means for reinforcing memorization of the history data.

16. When is group study most effective?

A student is ready for group study only after an independent study has been completed. It should also occur only after several of the following review techniques have been used--

1. Recall main headings in each chapter and the main subpoints under any heading.
2. Use supporting details to form a brief main conclusion or generalization.
3. Use 3x5 cards for technical terminology and other kinds of definitions. Write them on one side of the card; write the definition on the other side.

4. Review material in many different ways:
 - a. Read it fast and slowly;
 - b. Scan main headings;
 - c. Study topics in reverse order;
 - d. Outline the important topics;
 - e. Recite, rephrase and underline main topics.
5. Compare lecture notes with content of text. Try to determine which parts the instructor included and which parts were omitted from the lecture.
6. Review what you consider to be the most important ideas for this test.
7. Match similar topics in your text with those in your lecture notes.
8. Know the important conclusions, components, experiments and definitions of this course.
9. Underline all repeated, emphasized material throughout lecture notes.
10. Provide additional time and attention to underlined topics in notes and text.

Then following these review techniques, group study (consisting of two or three people) will be effective for the checking and comparing of notes and ideas. This method of study can lead to higher grades because now reviewing is continued with others who have also completed independent study of the particular subject. Each individual in the group should also agree that

- a) socialization will follow later;
- b) the topic of study is the major priority;
- c) membership is only for those concerned with this examination.

17. Are you a member of any campus organizations? sports?

For keeping in close touch and making it easier to contact a student, this question will probably yield a schedule if there is membership in a campus organization or some form of sports. Such information would have made it easier to contact football players this past semester. These students were unusually difficult to contact because their practice and trip schedules were unavailable to this Program.

The Academic Support Services Program also provides support groups for Returning, Commuting and Handicapped students. A Black support group will be formed this 1988 Spring semester.

A study of the literature disclosed that student involvement in extracurricular activities of any type is crucial to his or her total development and is an important aspect of the education process. As a result of such participation, a student--

1. Tends to not become a drop out.
 2. Appears satisfied with college life.
 3. Grows in maturity, independence and career decision-making skills.
 4. Develops positively in self-confidence and in interpersonal relationships.
18. In addition to the library, what other University facilities and programs are you using?
-

The purpose of this question is to help the student to perceive the importance of University programs and facilities. For example, the Academic Support Services Program can provide tutoring in Zoology as well as refer a student to a confidential, competent psychologist. If the library does not have a certain kind of literature, it can be obtained through an interlibrary loan. If there is a need for a small amount of emergency funds, the Financial Aid Office can assist the student in locating a loan. If more information is needed about Mozart, the Music Library can provide that service. If a sorority or fraternity needs a pamphlet to be designed and printed, the Printing Office can complete this project.

19. What satisfactory referral services have you obtained through this Program?

The Academic Support Services Program, in time, can locate and refer meaningful, needed services to the student, for example--

1. Reliable, confidential psychological counseling.
2. Part-time employment.
3. Nursery schools for parents and single parents.
4. Reliable, secure baby sitting services for students with evening classes.
5. Career Planning and Placement Office for career decisionmaking and for graduating senior credentials.
6. Community role models.

Note: When a referral is made and/or secured, students are encouraged--for documentation purposes--to telephone or to come to the Program to provide followup information.

20. What do you think is the significance of academic counseling?

Academic counseling at NSU is not just for remedial-course students. For example, the straight A student, usually taken for granted, also needs compliments and encouragement to continue to perform well. The goal of academic counseling is to help every student to help him or herself to be successful throughout each semester and to remain in college until all objectives are achieved, preferably graduation from a two- or four-year program.

21. What, in your opinion, is the significance of the three or more interviews per semester?

The three interviews per semester serve as tracking services to keep in touch with each student in order that relevant assistance can be

rendered when needed and will preclude the development of unnecessary problems.

The first interview is an introduction and/or review of the one-to-one partnership, counseling process, program, student and educational/employment background, aims, interests and present coursework. This is also the beginning of a constructive analytical process, trying to determine if assistance is needed now and what services can be provided if assistance is needed at a later date.

The second interview continues to emphasize the analytical process with a major priority: Does the student need tutoring in any courses in order that mid-term performance will be satisfactory and/or excellent?

The third interview also continues the analytical process with a major priority: Does the student need tutoring in any courses in order that the final exam performance will be a maintenance or improvement of the mid-term results?

Note: It must be repeated. Tutoring is a major student-retention tool.

22. Do you know the liabilities of transferring to another institution rather than remaining or returning to NSU?
-

It is important to try to realistically persuade a student to remain at NSU instead of transferring--if at all possible--for there are two major liabilities:

1. Lost of credits, more than likely;
2. Delayed graduation, requiring probably an additional semester or year to graduate at another institution.

The preceding information is also relevant for a resigning student. Encourage that student to return to NSU.

23. What topics and issues would you like to have presented and demonstrated in a seminar and/or workshop?

Students tend to be very effective barometers for determining the selection of interesting topics and issues, in addition to drugs and AIDS. These subjects are also constructive reinforcements for student retention.

24. In your opinion, how many ways can you keep in touch with this Program?

Some example ways of keeping in touch with this Program are--

1. Academic counseling.
 2. Tutoring.
 3. Referral information via telephone or walk-in.
 4. Support group(s).
 5. Handouts on study skills.
 6. Commuters' Lounge.
 7. Typewriter in Commuters' Lounge.
 8. Free proofreading, with the exception of English papers. (The English Writing Laboratory is located on the first floor of Kyser Hall.)
 9. Sharing of achievements and other forms of good news.
25. What are your unique qualities and abilities that are being or will be developed through educational experiences at NSU?

This question focuses attention to the importance of each student as an asset to NSU and as a future resource. This particular questioning process will also enhance each student's self-confidence, self-esteem and the significance of positive self-talks.

The preceding question also focuses attention to the presence of Black students on a predominantly White campus. A current review of literature

revealed that these students have unique needs which must be considered in the design of retention strategies.

As an example of one form of NSU retention strategy, a Black support group will be formed for this 1988 Spring semester. In conjunction with the creation of the support group, another temporary retention strategy will be-- for the first time--an NSU campus-wide celebration of Black History Month in February.

In general, other research retention strategies (activities, programs and services) for Black collegians are--

1. Promotion of an inviting, supportive atmosphere.
2. Efforts to contact for academic assistance before serious problems develop.
3. Guidance for helping them to help themselves have positive and satisfying educational experiences.
4. Promotion of out-of-class information contact between students and faculty. These interactions lead to the positive creation of a bond between students and the university. It is this kind of contact that could also influence their decision to remain and attain graduation at the institution.

The significance of informal contact is that it helps Black students to--

1. Adjust easier.
2. Feel capable and motivated to achieve.
3. Become aware that people care.

For students from Black and other ethnic minority groups to fully become a part of a predominantly White university, they must have the conviction that the institution sincerely accepts and values their uniqueness. They must view this institution as an equitable, positive and inviting place. Thus, this

positive interaction between students and instructors--in and out of class-- could be a significant factor for retaining Black students at a predominantly White university.

26. What services, talents, skills, interests can you share with this Program?

A major way of encouraging students to maintain continuous contact with the Academic Support Services Program is to enlist their services, talents, skills and interests in various support groups, seminars, workshops and other activities. The student participation approach in this Program will also be another form of encouragement for remaining in college for graduation.

27. What do you think is the best way to end this interview?

The question itself is one method of ending, closing the interview. Another method of warmth, appreciation, sincerity, motivation and easy to memorize for the student is "Keep in touch with the Program." However, it is amazing what interesting, creative feedback a student can provide for the above question.

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